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ABSTRACT

The St. Louis (Missouri) Citizens' Involvement Project was a joint effort between the Housing Authority's Tenant Affairs Board and the Board of Education. The program goal was to supplement Elementary and Secondary Education Act Title I programs by fostering educator-parent-community cooperation in including teaching/learning strategies that would incorporate community awareness into the basic skills instruction program. In order to accomplish this goal, three workshops for educators and community members were held during the 1978-1979 school year. The Consumer Education workshop was designed to demonstrate activities that could be used in the classroom or at home to promote consumer and legal awareness. The Make and Take workshop provided teachers and parents with opportunities to make educational materials designed to teach or reinforce basic skills. The Law and Education workshop was designed to provoke thought among participants about everyday law. The program evaluator's conclusions and recommendations are presented, additional findings and perspectives are reviewed, and the program objectives and workshop evaluation forms are included in the report. (MK)

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AN EVALUATION OF THE CITIZENS' INVOLVEMENT PROJECT

Conducted by

Jerry M. Powers

September, 1979

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INTRODUCTION

The 1978-79 school year marked the third year of formal operation for the Citizens' Involvement Project. This project was a joint effort between the Tenant Affairs Board (TAB) of the St. Louis Housing Authority and the St. Louis Board of Education. The project operated in six schools located in two of the school system's five districts*. All six schools are located in close proximity to public housing communities managed by the Tenant Affairs Board.

The basic purpose of the Tenant Management component of the project as related to education is to make students more aware of the communities in which they live and to foster increased cooperation between parents, educators, and community members. The purpose of E.S.E.A. Title I, the source of funding from the school system for this project, is to increase students' achievement in the basic skills subjects. Thus, the program goal is stated as follows:

> "To supplement Title I programs through fostering educator-parent cooperation in including teaching/learning strategies based on the local community within the basic skills instruction program."

The primary approach to accomplishing this goal was intended to be a series of workshops for educators and community members which would be translated into classroom teaching strategies incorporating community awareness into basic skills instruction. These activities were to be conducted throughout the school year. However, the actual operation of the project this year was marked by a series of "starts, stops, delays, changes, and restarts." This pattern characterized both the project's operations and the evaluation.

With regard to the evaluation, the requests for bids by outside contractors, as required in the proposal, resulted in none being submitted. Thus,

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*As of July 1, 1979, the school system was reorganized into three areas thus eliminating these five districts.

permission was granted by the State Department of Education to have the evaluation done by a member of the St. Louis Public Schools' Division of Evaluation on an extra-service basis. The designee selected from this Division attended the project's initial workshop on November 18th and conducted other preliminary activities prior to submitting an evaluation design for contract purposes. On December 1st a formal evaluation design was submitted. Because of specific concerns of the Board of Education, the State Department of Education, and local administrators, the initial design and budget for the evaluation was revised two times during December before being approved in early January. During this time period one more workshop had been conducted by the Project Coordinator.

Mid-January marked the beginning of a 54-day work stoppage by teachers during which the schools remained closed with the project at a standstill. Following the reopening of schools in mid-March, the Title I Manager and the CIP Project Coordinator began a series of negotiations for determining the feasibility and terms of revising the project's activities within the remaining time to meet the goal of the program. Nearly two more months passed before the two administrators reached tentative agreement on a revised plan for the project. Following this, the evaluator was asked to submit a new evaluation design to assess the revised activities. This design was submitted by the evaluator on May 14th and was approved about 10 days later.

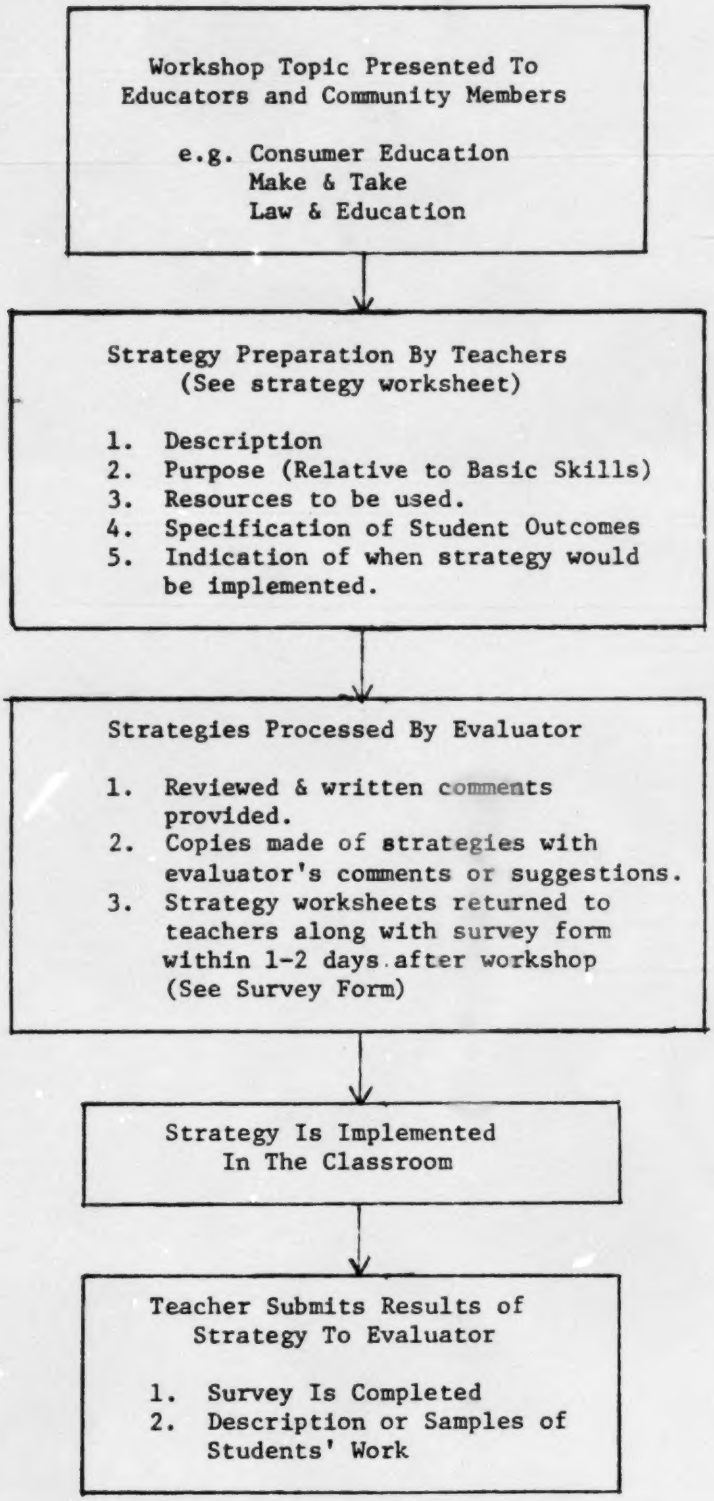
Thus, the first workshop of the revised project operations was not conducted until May 29th, just over a month before the close of the extended school year which ended on July 3rd.

EVALUATION METHODS

The revised design of the project was somewhat similar to that originally proposed, but called for a reduced number of workshops (3) in the remaining time. The evaluation was essentially designed to assess the extent to which the workshop activities were translated into learning experiences for students which incorporated basic skills. The procedure used to assess these outcomes for each of the workshops is shown in the flowchart on the following page.

Copies of the strategy worksheet and the survey form are shown on the pages following the procedural flowchart. Both of these forms were developed by the evaluator and reviewed with the Project Coordinator prior to the initial workshop.

A description of each workshop and the results with regard to strategies development and implementation is presented in the next section of the report.


Workshop Topic Presented To Educators and Community Members
e.g. Consumer Education
Make & Take
Law & Education
Strategy Preparation By Teachers (See strategy worksheet)
1. Description
2. Purpose (Relative to Basic Skills)
3. Resources to be used.
4. Specification of Student Outcomes
5. Indication of when strategy would be implemented.
Strategies Processed By Evaluator
1. Reviewed & written comments provided.
2. Copies made of strategies with evaluator's comments or suggestions.
3. Strategy worksheets returned to teachers along with survey form within 1-2 days after workshop (See Survey Form)
Strategy Is Implemented In The Classroom
Teacher Submits Results of Strategy To Evaluator
1. Survey Is Completed
2. Description or Samples of Students' Work

WORKSHOP #_____

NAME_____SCHOOL_____

GRADE or SUBJECT TAUGHT_____NUMBER OF STUDENTS_____

I. Briefly describe the teaching strategy you plan to use as a result of this workshop.

II. List any resources you plan to use as part of this teaching strategy (speaker, community information bank, parents, special materials, etc.).

III. Briefly explain how this teaching strategy will be used to promote learning in basic skills (reading, writing, speaking, computation, etc.).

IV. How will the results of this teaching strategy be evidenced relative to basic skills (students will write a paragraph, story, or letter; prepare a written report on comparative prices, take a short test on the topic, make an oral report, etc.)?

V. Do you plan to use this teaching strategy this school year?

_____Yes _____No

If so, by approximately what date?_____

NAME_____ SCHOOL_____

GRADE or SUBJECT TAUGHT_____ NUMBER OF STUDENTS_____

Following the use of your teaching strategy in the classroom, would you please complete and return this form along with any tangible results of students' work relative to the strategy (written paragraphs, stories, letters; written reports or worksheets on consumer pricing; test results; etc.)

Please return this form and the students' work to Jerry Powers, 1517 So. Theres via the Inter-Department Mail Service.

1. How do you rate the overall success of your teaching strategy? (Circle one)

5	4	3	2	1
very successful				not successful

Comment:

2. To what extent do you think the strategy was successful in promoting learning in a basic skill area(s) (reading, writing, computing, etc.)?

5	4	3	2	1
very successful				not successful

Comment:

3. How do you rate the students' overall reaction to this teaching strategy?

5	4	3	2	1
very positive				very negative

Comment:

4. Do you plan to use this teaching strategy again in the future?

_____a) Yes, in the same way
_____b) No
_____c) Yes, but with some changes (Briefly describe below)

5. Please add any additional comments about this specific teaching strategy or the workshop in general. (Use back if needed)

DESCRIPTION OF WORKSHOPS, TEACHING STRATEGIES, AND RESULTS

WORKSHOP #1 - CONSUMER EDUCATION

Description:

This workshop was held in the private room of a local restaurant on May 29. While the objective for each workshop was to attract a minimum of 25 educators, approximately 60 were in attendance. In addition, there were about 10 community members.*

The workshop presenters were the St. Louis Public Schools' project directors for Consumer Education and Legal Education. Their presentation was a combination of lecture, game simulation, and role playing. Some of these games and activities were hindered by the relatively larger turnout of participants than originally expected. Participants were also given packets of materials relevant to consumer education activities.

The focus of the presentation was to describe and demonstrate activities which could be used in the classroom or home to promote consumer and legal awareness. This phase of the workshop lasted approximately 90 minutes and was followed by having each educator-participant complete the strategy worksheet describing how he/she would integrate instruction in basic skills with activities designed to promote consumer awareness. While the workshop presenters did not make a specific effort to associate basic skills with the consumer education activities, the evaluator had no difficulty in describing several examples of how they were related when giving instructions to the participants for completing strategy worksheets.

Following about 30 minutes of strategies preparation, the participants had dinner from the restaurant's cafeteria.

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*Since the evaluator obtained the number of participants from the sign in sheets during the workshop, it is possible that minor miscounts could have occurred from participants' failure to sign-in or from an educator or community member inadvertantly signing the wrong sheet (one sheet for educators, one for community members).

Strategies Developed:

Because the number of participants exceeded expectations, there was an insufficient number of strategy worksheets and some participants had to "pair-up" in completing strategies. As a result, 49 educators developed 36 distinct strategies.

Relative to the consumer aspect of these strategies, 23 of the 36 could be considered in the category of simulated store or purchasing situations. The other 13 were in the categories of advertising and consumer awareness (analyzing ads or commercials, writing ads or commercials, signing contracts, bait and switch, etc.).

Each of these consumer learning strategies incorporated basic skills activities in the design. These basic skills activities included consumer-related math computation, oral reports, written reports, letters, and reading for comprehension. Some strategies incorporated more than one basic skill in the design.

Approximately 80% of the educators completing these strategies indicated that they planned to try to implement them before the close of the school year (about one month of school remained after this workshop).

IMPLEMENTATION RESULTS - WORKSHOP #1

Quantitative Results

Number of strategies submitted at workshop	*36*
Number of strategies implemented before close of school	*10*
Total number of students involved in strategies implemented	*352*
Range of time spent on strategy by class	*30-360 min*
Average time per student on strategy implementation	*116 min*

Average Ratings by Implementing Teachers
(Scale from 5(high) to 1(low)

Overall success of teaching strategy	*3.6*
Students' overall reactions to strategy	*4.0*
Success of strategy in teaching basic skill(s)	*4.0*

Comments

The number of strategies implemented was based on the return of completed surveys in which teachers reported the results. Six of these 10 survey returns were supplemented by samples of the students' work showing how basic skills had been incorporated into the strategy. These types of students' work included money problems based on simulated store activities, writing their own advertisements, and learning new words using newspaper ads.

As shown above, the average time spent per student on these strategies was nearly 2 hours, though the range was from 30 minutes to 6 hours. The relatively large amount of average time per student resulted from several strategies which were conducted across more than one day.

In addition to this year's implementation, each of the implementing teachers indicated he/she would use the strategy (or some modification of it) in the future. Also, there were a few teachers who returned survey forms indicating they would implement their strategy next year, but didn't have time this year.

WORKSHOP #2 - MAKE AND TAKE

Description:

Because the number of interested persons (educators and community members) exceeded facilities for this type of inservice, two "Make and Take" workshops were held on successive evenings. On June 5th, 23 educators and 17 community members from the Central-Vashon District met at the Title I Media Center in Banneker School from 4:00 to 7:30 PM. On the following night, nearly identical numbers of educators and community members from the McKinley-Roosevelt District met at Peabody School for a similar session.

Both workshops followed similar formats. Participants were given a brief explanation of the kinds of things they could make and then spent about two hours making educational materials of choice. Products produced by participants included learning games, word cards, math cards, learning booklets, and other materials designed to teach or reinforce basic skills. Both teachers and community members appeared quite enthusiastic in the preparation of these materials. This was especially evident during the second session at Peabody School where participants worked steadily despite the fact that the room was hot and humid, with very poor circulation on a sultry evening.

Following preparation of these learning materials, participants took a half-hour dinner break for a locally catered meal and then returned to the work area to complete their strategy worksheets and finish their projects.

Strategies Developed:

The Make and Take Workshop in the Banneker: Central-Vashon District resulted in the development of 20 teaching strategies by the same number of teachers. The following night's workshop in the McKinley-Roosevelt district resulted in 21 strategies, one per teacher.

The products of these workshops were almost exclusively games or learning materials designed to reinforce basic skills in the areas of math, reading and language arts. Approximately 70% of the teachers indicated on the worksheet that they intended to implement the strategy before the close of school.

The community awareness thrust of these workshops would be the participation of parents and community members along with educators. The approximately 35 community members who participated in the respective workshops prepared materials similar to those made by the teachers, but theirs were primarily intended for use in the home or with neighboring children. In the two cases, however, community members who worked in preschool programs indicated they planned to use the materials with those children.

IMPLEMENTATION RESULTS - WORKSHOPS 2A and 2B

Quantitative Results

Number of strategies submitted at workshop	*41*
Number of strategies implemented before close of school	*4*
Total number of students involved in strategies implemented	*88*
Range of time spent on strategies by class	*30-90 min*
Average time per student on strategy implementation	*41 min*

Average Ratings By Implementing Teachers
(Scale from 5(high) to 1(low)

Overall success of teaching strategy	*4.0*
Students' overall reaction to stragegy	*4.3*
Success of strategy in teaching basic skills	*4.0*

Comments:

The return of approximately 10% is considerably less than the approximately 70% who indicated they planned to implement the strategies this year, but it must be recognized that only three weeks of school remained following the workshop. Also, the implementation of strategies from the first workshop may have altered available time for some teachers.

WORKSHOP #3 - LAW AND EDUCATION

Description:

This workshop was held from 4:00 - 7:30 PM in the Community Center at 1629 Biddle on June 14th about two weeks before the close of the extended school year. The meeting was attended by approximately 37 educators and 20 community members. The workshop was conducted by the Director of the Law and Education Project in the St. Louis Public Schools. The presentation utilized several techniques as a means of provoking thought among the participants about everyday law. These included games, simulations, role playing, and discussions of actual legal decisions. The applicability of these activities to the classroom was stressed and some samples of work produced by students as a result of these activities were distributed to the participants. Based on the evaluator's observations throughout the workshop, it was evident from the responsiveness and activity level of most participants that the workshop was well received.

Following the inservice presentation, each teacher prepared an instructional strategy designed to combine legal education with reinforcement in the basic skills. A locally catered meal followed, providing about a half-hour of sociability among the participants.

One other very significant feature interjected into about 15 minutes of the workshop was the presentation of plaques from the Tenant Affairs Board to educators who had contributed to the CIP project during its three years of operation. The recipients of these awards included two district superintendents and four curriculum specialists. These educators were honored at this time since it was apparent that as a result of the school district's reorganization, they would no longer be directly affiliated with the project.

Strategies Developed:

Thirty-three strategy worksheets were submitted at this workshop, one per teacher. The principals who attended usually did not complete them. While many of these strategies clearly integrated legal education and basic skills, there was also a substantial number which were poorly written. The latter were essentially of two types: (a) those reflecting very little effort on the part of the teacher, and (b) those which didn't represent a coherent relationship to legal education, utilization of basic skills, or both. There were indications that some of these less than adequate efforts resulted from the realization that implementation wouldn't be possible in the remaining two weeks of the school year and thus completion of the worksheet was done as a formality rather than a meaningful exercise.

Approximately 50% - 60% of the strategies developed, however, were designed to utilize specific basic skills in the study of law-related topics. Several of these strategies were based on activities from the publication "Youth Attitudes and Police" which was used during the workshop. The basic skills components of these strategies were predominantly verbal activities, although a few did incorporate some math activities such as the teacher who planned to teach geometric shapes using traffic signs.

It was also noted that many of the strategies from this workshop included the use of resource persons from the community. These included policement, juvenile authorities, school-crossing guards, security guards, school principals, patrol boys, tenant officers, court officials and parents.

Of the 33 respondents, 21 said they did not plan to implement the strategy in the remaining two weeks of school. Most indicated they were going to implement them next year. Among the other 12, 7 said they would implement, 3 would try, and 2 apparently submitted strategies they had already

implemented. It was noted that some teachers had apparently attended this "law and education" workshop previously.

IMPLEMENTATION RESULTS - WORKSHOP #3

Only two teachers sent back completed surveys verifying that they had implemented the designed strategies, and one of these was a teacher who had implemented the strategy prior to the actual workshop. The other was a lesson from the materials used at the workshop and included the students' work in which they responded in writing to questions about law and authority.

As indicated previously this return was not unexpected because of the lateness in the school year and the fact that some teachers were still implementing strategies from previous workshops.

OTHER EVALUATION FINDINGS AND PERSPECTIVES

INTRODUCTORY WORKSHOP (Nov. 18, 1978):

This workshop was attended by the evaluator as a means of orientation prior to writing the first evaluation design, but was probably the most insightful experience with regard to gaining a perspective on the project The meeting was attended by 15 parents and 11 educators from the Banneker: Central-Vashon district. It opened with a brief description of the CIP's purpose followed by an historical recap of the total Tenant Management project and the relation of the CIP to the overall project. The former Tenant Affairs manager attributed reduced vandalism in the public housing communities to the CIP project. He also cited a marked improvement in the attitudes and cooperation of many students towards Tenant Management administrators as a result of CIP involvement.

Following the formal presentation, an open discussion elicited many comments and suggestions for consideration relative to the project. Among these were the following:

a. *A school system administrator pointed out that the CIP has never been explained to total school staffs during its three years of operation and this should be the first step.*

b. *One school principal cited the need to develop a handbook of instructional ideas from the project for dissemination among all staffs in CIP schools. The project coordinator stated that such a resource handbook was being prepared and would be ready in a month (see later section on "Activities of Project Coordinator" for description of resultant handbook).*

c. *One parent commented on the fact that only a "handful" of the targeted population (educators and community persons) were present at the workshop.*

d. *A Tenant Management officer stressed the longitudinal nature of bringing about some changes envisioned for the total project.*

e. *It was suggested by one parent that a greater effort be made to involve students in the overall project. Another parent wanted greater effort to involve the 17 to 20 age group in project activities.*

f. The Tenant Affairs Manager cited an example of CIP effectiveness in which the students of one teacher's class wrote letters to the alderman and Tenant Management officials to effect a needed change in the community.

g. The project coordinator briefly described the "adventure education" component of his duties, and cited the need to focus on academic areas as well as self-esteem and community involvement.

h. Both a teacher and a principal identified a need to provide social activities for youngsters, to stress the social amenities, and to teach boys to respect girls as well to teach girls to respect themsleves.

i. A public school curriculum specialist gave several examples of ways in which parents and community members could use a child's everyday surroundings to reinforce the basic skills.

In general, the tone of this session was very constructive and resulted in many ideas which could be translated into meaningful project objectives.

PREVIOUS EVALUATION REPORT (1977-78)

Another famaliarizing activity of the evaluator was a thorough perusal of the 1977-78 evaluation report by Evaluation Research Associates (ERA). In addition to the findings of their 77-78 evaluation activities, there were also references to the prior report (1976-77) which ERA also produced. The following points are noted as a result of this review.

1. CIP operations during 1977-78 followed much the same format as those described for this year. That is, workshops were presented for educators and community members with the intent that classroom strategies be developed utilizing the activities from the workshop combined with basic skills activities.

2. Though there was a total of eight workshops last year, four in each district, they attracted a total of 110 educators compared to approximately 143 this year for the three workshops (two combined by district and one split between districts). There were also more community members in attendance this year (64) than last (56). The cause of this increase wasn't investigated, but it should be noted that last year's sessions were held on Saturday mornings whereas those this year were conducted in the evenings from 4:00 P.M. to 7:30 P.M.

3. The 1977-78 workshops did not begin until the end of January in one district and the end of February in the other. Five of the eight were held in April, May, and early June which, as was the case this year, provided very little time for implementation since school ended early in June last year.

4. *ERA reported that during both 1976-77 and 1977-78 they were not awarded the evaluation contract until late in the school year. The 77-78 contract was awarded March 13, 1978 resulting in no formal evaluation activities (other than planning and introductory steps) until mid-April.*

5. *ERA evaluators categorized teachers as high, medium, and low implementers of CIP teaching strategies based on questionnaire data gathered from those teachers and their students. They then compared these teachers' classes on the students' attitudes towards mathematics and reading/language activities in grades 4-8. No significant differences were found between students in high, medium, and low implementing classes, but the attitudes were generally favorable in all three groups.*

6. *These same high, medium, and low implementation groups were also compared on criterion referenced math tests, but there were no consistent differences supporting implementation of workshop strategies as contributing to higher math achievement on these tests. However, as with the attitude scores, the achievement outcomes were generally high for all three groups.*

7. *ERA findings from both years pointed out that many staff members in CIP schools were not familiar with the goals of the project. It was ERA's recommendation that the project coordinator insure that all educators (principals, teachers, curriculum specialists) be made aware of the CIP purposes, objectives, and participation requirements. Then, only those educators totally committed to the project should participate.*

8. *ERA evaluators expressed agreement with the purpose of the project, acknowledged that there was a core of dedicated participants, but recommended that the scope of the project should be narrowed to work with a targeted group of principals and teachers who are interested in and committed to the goals of the program. Success in this effort could then be expanded to other schools rather than trying to work with all of them from the start.*

ACTIVITIES OF PROJECT COORDINATOR:

The role of the CIP coordinator goes well beyond those workshop activities heretofore described in the report. Moreover, the coordinator's salary does not come from Title I funding for CIP activities. He is employed through the school system from another outside funding source which also underwrites some components of the total Tenant Management project's activities. Thus, while the coordinator is responsible for implementing the Title I component of the project, he also conducts many other educational activities commonly

associated with and integrated with the CIP concept. Some primary activities conducted by the CIP coordinator are described as follows:

1. *During each of the three years of the CIP, the coordinator has conducted or arranged for many community awareness lessons in CIP classrooms. Most of these lessons also stress instruction in basic skills areas. Many of these lessons are presented by or involve community resource persons. Tenant Management personnel are commonly called upon for such presentations. The exact number of such lessons this year was not available, but was estimated as more than 50 by the coordinator.*

2. *Another component of the coordinator's educational activities is referred to as "Adventure Education". These activities are basically field trips of one or two days designed to broaden the students' experiences outside their immediate communities. It was estimated that between 2 and 4 such activities were conducted for students in each of the six CIP schools.*

3. *One of the coordinator's major products relative to the CIP project was the publication of the "Citizens' Involvement Project" handbook. This handbook has three basic parts described as follows:*

   Activity Capsules - These are one page descriptions of activities which can be used in the classroom to promote awarenesses of self, others, their immediate communities, and the communities of others. Most of these activities incorporate basic skills activities in the design and many of them identify community resources which can be used in conducting the activity. The handbook contains 42 such activities which are categorized by appropriate grade level(s) and purpose.

   Community Resources - This section of the handbook provides a description of more than 60 community resources which can be used to provide a wide variety of experiences for students to become better acquainted with their total community and with persons in diverse kinds of work. Each resource page provides a brief description of the service available and lists appropriate persons, addresses, and phone numbers for obtaining the service. Such resource persons include artists, hospital employees, recreational workers, aldermen, service station owners, custodians, tenant management personnel, owner of produce stand, business men, and others.

Teacher Helps - This section provides teachers with suggestions, guidelines, sample formats, and techniques which can be used in conjunction with obtaining services described in the other two sections of the handbook. Included in this section are: (a) suggested letters for obtaining resource persons and for thanking them, (b) guidelines for preparing both the class and the visitor when activities involve the use of a resource person, (c) guidelines and questions to be used by the class when conducting occupational interviews, and (d) general interviewing techniques, use of interview information by the class, and follow-up activities after visits by resource persons.

While the CIP coordinator was responsible for publishing this handbook, he recognized on an "Acknowledgements" page the many persons who contributed to its content. These included both educators and community members. The coordinator also indicated that this handbook would be expanded as new teaching strategies are developed and additional community resources are identified.

In the opinion of the evaluator, this handbook is not only an excellent resource for the CIP but contains many ideas and describes several resources which would be useful to teachers in other classrooms as well.

CONCLUSIONS AND RECOMMENDATIONS

The evaluator is aware of the limitations of his evaluation findings with regard to the CIP project. It is recognized that the CIP is just one component of the total Tenant Affairs Board's efforts for improved community life. It is also recognized that the real impact of the workshops which served as the focus of the evaluation cannot be fully assessed unless a follow-up is conducted next year. However, there are several findings from the evaluation activities which suggested the following conclusions and recommendations.

Conclusions:

The evaluator would agree with the basic conclusion from last year's evaluation report by Educational Research Associates (ERA) that the underlying aim of coordinating school and community is a worthy and important educational goal. The evaluator would further conclude that the CIP is a legitimate activity for supplementary funding by Title I since it specifically addresses the needs assessment criteria of Title I. That is, school eligibility for Title I services is based on indices of poverty, while identification of individual students for service within those schools is based on deficiencies in basic skills achievement. This project is designed to address problems of poverty and to integrate instruction in basic skills while so-doing.

It is also evident that there are a number of people from both school and community who are willing to work towards the goal of the project, but there is a corresponding need to more clearly define that goal and to emphasize the commitments necessary for obtaining it. For example, while many teachers were very serious about writing strategies and in implementing or planning to implement them next year, there was also a substantial number who either did not understand the purpose of the strategies or simply weren't committed to designing them.

Another conclusion of the evaluator is that efforts to attribute growth in basic skills specifically to the CIP are somewhat unrealistic and possibly unwarranted. Certainly the integration of basic skills activities with community awareness teaching strategies is a desirable and legitimate requirement for Title I funding. However, it must be recognized that other Title I programs, such as RIT and MIT, also operate in the six CIP schools and are specifically designed to improve achievement in reading and math. Similarly, the Follow-Through program operates thru 3rd grade in two of the schools and is hypothesized to have both immediate and longitudinal effect on achievement. And, since the project operates in all six schools located near public housing communities, true comparison schools are not available. Another inhibiting factor is that the resources allocated for the evaluation of the Title I component of this project are grossly inadequate to gather the kind of data necessary to validate higher achievement in basic skills as a direct outcome of the project. Furthermore, there is the very real problem that a disproportionate emphasis on the basic skills could essentially defeat the community awareness aspect of the project.

Another point which seems evident to the evaluator is that if the project is continued at a comparable funding rate, and if an evaluation is required by a third party evaluator, it will be difficult to secure such services as was discovered this year. While it is understandable that Board of Education members do not want to see a disproportionate amount of the project's budget allocated for evaluation, it must also be recognized that there are certain minimal costs associated with the evaluation of any project of this type. It takes some time to become familiar with the project (e.g. reviewing goals and objectives, reading previous evaluation reports, interviewing the project director), preparing an evaluation design, and ultimately writing a report.

In addition to these fundamental time demands, there are costs for clerical services, document reproduction, and transportation expenses. It is only after these costs are absorbed that money becomes available to conduct the evaluation activities typically expected as the essence of the project evaluation. This point is raised not as an evaluator's bias, but because it seemed to be a significant factor in delaying the start of the project and its evaluation.

A final conclusion of the evaluator is that the revised objectives reflected an undue emphasis on the mechanics of writing objectives in quantifiable terms, and too little emphasis on justifying the project's operation in light of past experience and previous evaluation reports. These objectives (see appendix) were stated in such quantitative detail that their assessment was largely unrealistic. The evaluator feels that it would be more constructive to review the findings and recommendations of previous evaluation reports, to reflect on past experiences and outcomes of the project, and to consider the CIP's goals with respect to the total Tenant Management efforts, and then develop some statements of objectives which are meaningful and can be assessed within the resources allocated for evaluation.

On the basis of these findings and conclusions, the following recommendations are made:

Recommendations:

1. *A planning committee consisting of the project coordinator, public school personnel (administrator, educator, and evaluator), Tenant management administrators (manager and ex-manager) and two community members should meet early in the school year to identify needs, set goals, and establish procedures for monitoring and evaluating outcomes. This planning should consider long term as well as short range goals and should give special attention to the use and further development of the "Citizens' Involvement Project" handbook.*

   While the current approach of offering a variety of workshops and promoting teaching strategies as an outgrowth of these workshops has value, the committee should consider other possibilities as well. These might include focusing on one or two specific community-education related needs and seeking to address these needs in a more systematic and in-depth manner. The role of the evaluator in this process would be to assist the committee in clarifying their goals and objectives relative to what they truly want to accomplish, and to assist in designing the project's activities so these goals and objectives can be assessed.

2. *The results of the planning committee's work should be documented and submitted to key administrators (area superintendents, principals, etc.) for input and endorsement.*

   While some interaction and revision may precede endorsement, the process should be expedited so as not to delay project implementation

3. *The endorsed plan should be submitted as soon as possible to the Board of Education and any other funding agency so that funding commitments can be secured and the project implemented early in the year.*

   In order to resolve the problem of inadequate annual evaluation funds, it is suggested that such funding be planned on a 3-year cycle with a relatively major evaluation conducted one year followed by monitoring or exception reports the next two years.

For example, the 3-year evaluation funds might be allocated 80%-10%-10% across the three year period.

4. *Once approved, the goals and activities of the project should be clearly communicated to the broad spectrum of persons (key community members, teachers, and appropriate others) whose commitment will be needed to achieve the goals of the project.*

5. *The project should then be implemented, supervised, monitored, evaluated, and adjusted as necessary to accomplish its purpose.*

   A progress review by the planning committee every three or four months might be helpful in keeping the project on target or altering directions as needed.

Amended Objectives, Citizens' Involvement Project

During May and June, 1979 the teacher inservice component of the Citizens' Involvement Project is expected to accomplish the following:

1. *25 teachers from 6 schools will attend 3 project workshop sessions.*

2. *As a result of this participation, each teacher will produce 1 strategy (i.e., an activity, an exercise, etc.) per workshop that infuses the local community into reading and/or math instruction. Therefore, 75 strategies should be developed through the project.*

3. *In constructing the strategies, each teacher will use at least 2 community resources, such resources to consist of: (a) An information bank of community information, (b) Speakers Bureau, (c) Verbal information on the community, or (d) Home try-outs of strategies.*

   Therefore, there will be 150 community resources used in constructing the strategies.

   Community resources assistance will be provided by at least ____ (number) parents or other residents.

4. *Each teacher will utilize ___(number) strategies per week in reading and/or math instruction for a total of ___(number) incidents of strategy utilization. (25 teachers x Number of strategies x Number of weeks)*

   Therefore, a total of ___(number) students will receive incidents of project-developed strategies, for a total delivery of ___(number) teaching incidents. (25 Teachers x No. Strategies x No. Weeks x No. Students).

5. *Students will react positively to the incidents, as demonstrated by (Please fill in)*

6. *Students will demonstrate academic capability on those topics taught through project-developed strategies by (Please fill in)*

7. *The most successful of the project developed strategies will be documented by (Please fill in)*

   and they will be disseminated by means of (please fill in).

   to an additional ___(number teachers.

8. *Additional, demonstratable outcomes from this project will be:*

   A.
   B. *(Please fill in)*
   C.

APPENDIX

Amended Objectives of the CIP
for 1978-79 submitted to the
Project Coordinator May 4, 1979

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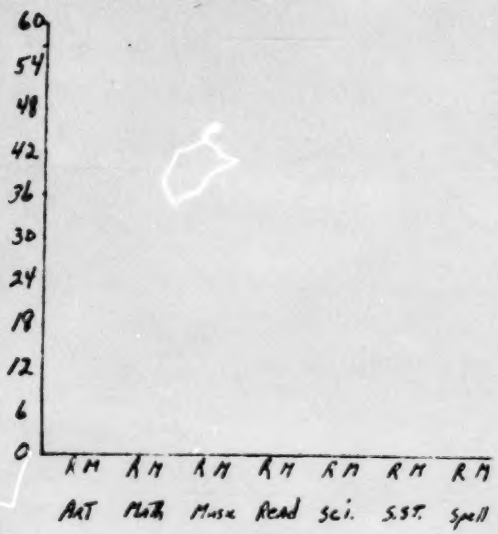

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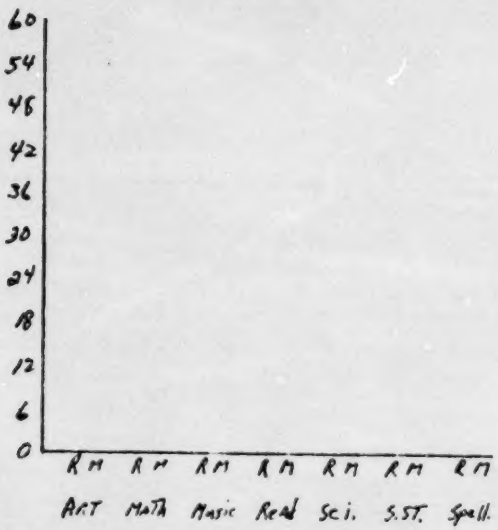

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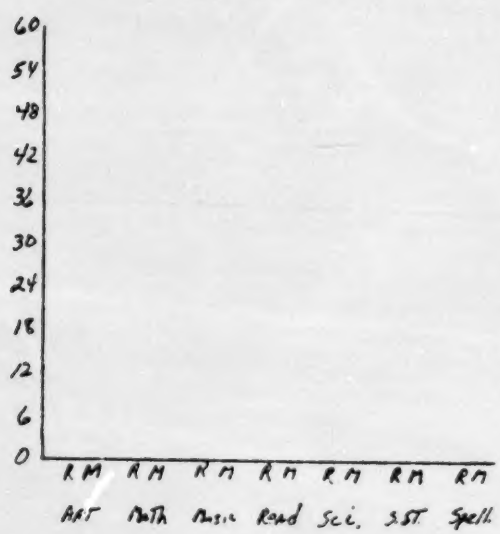

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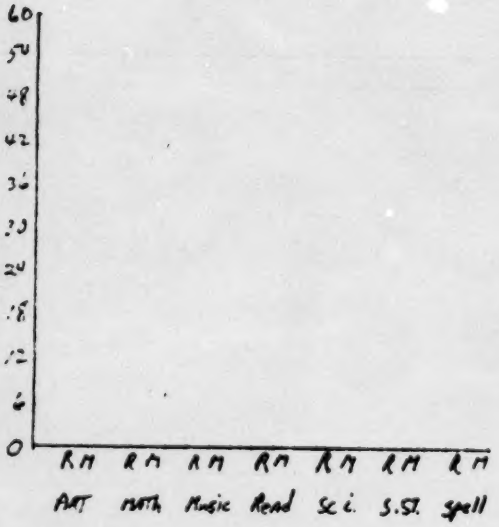

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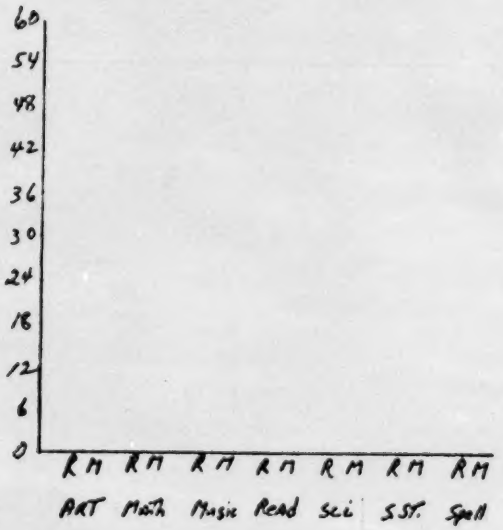

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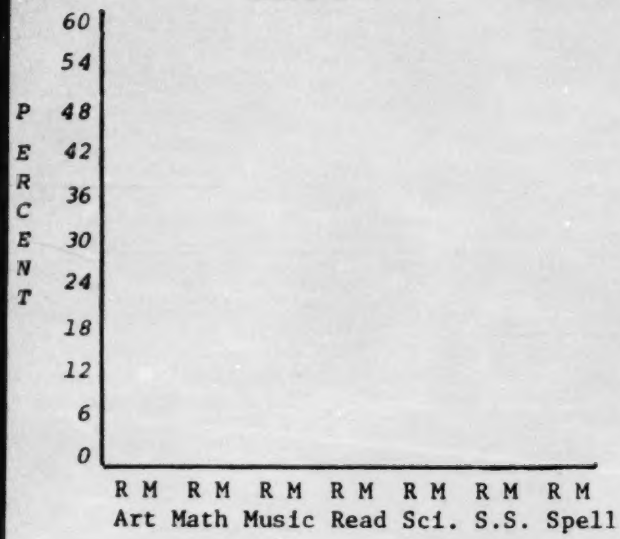

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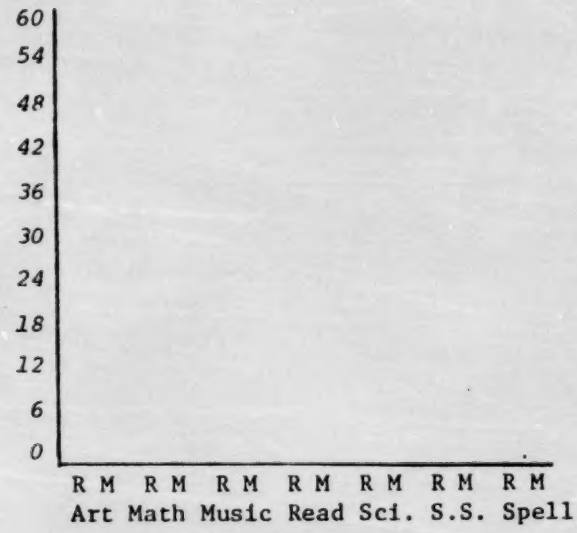

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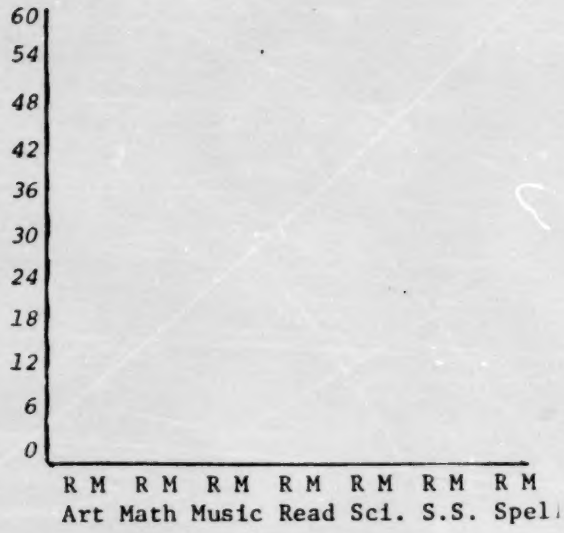

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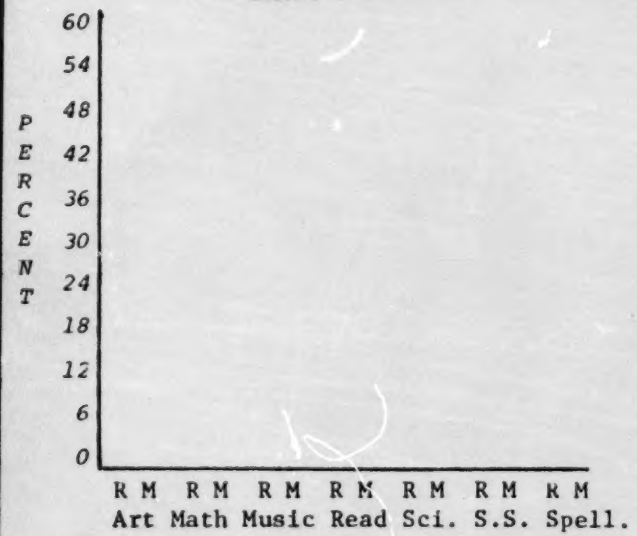

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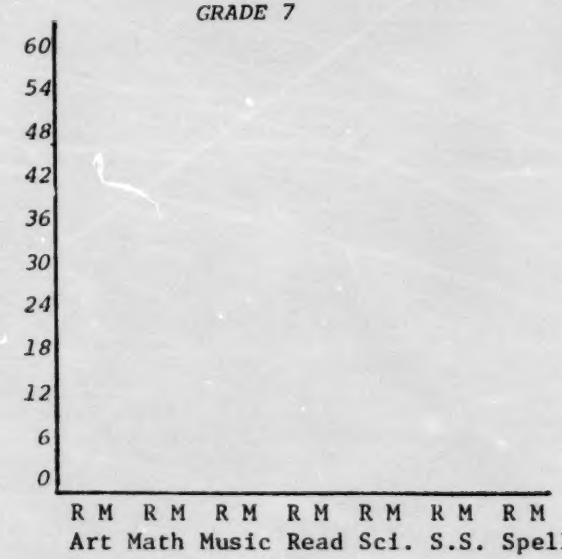

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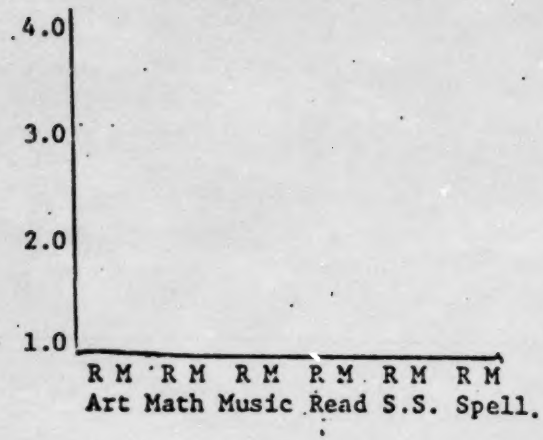

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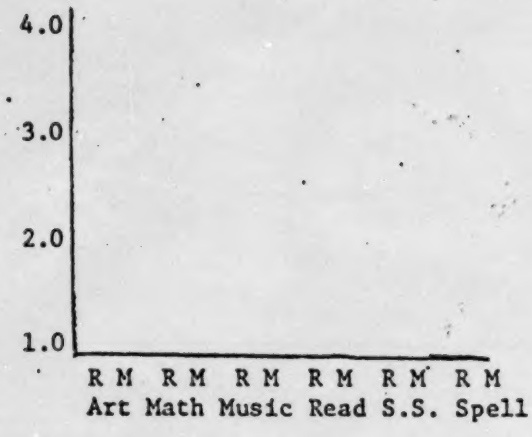

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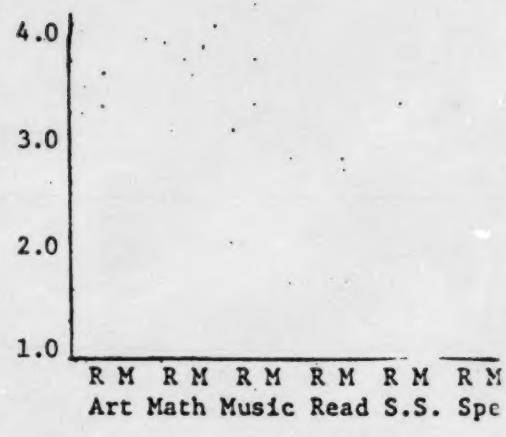

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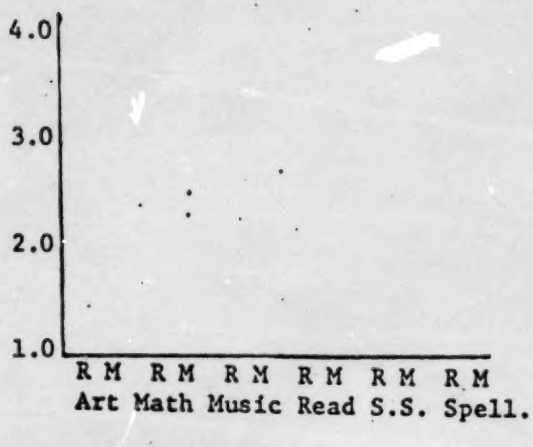

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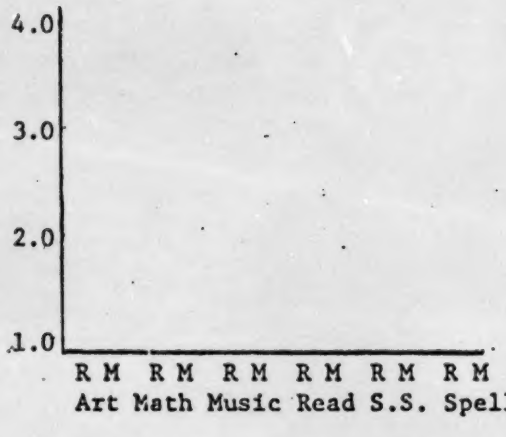

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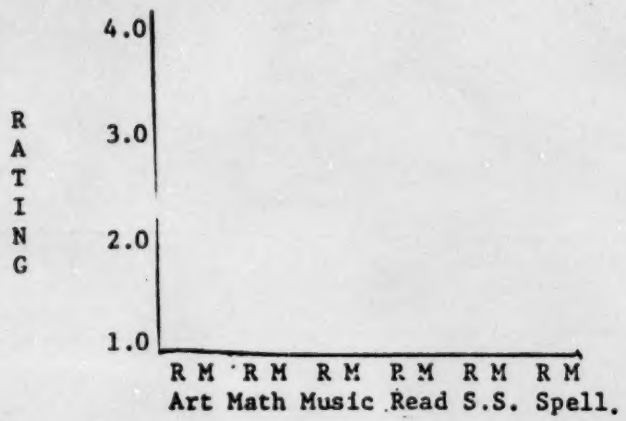

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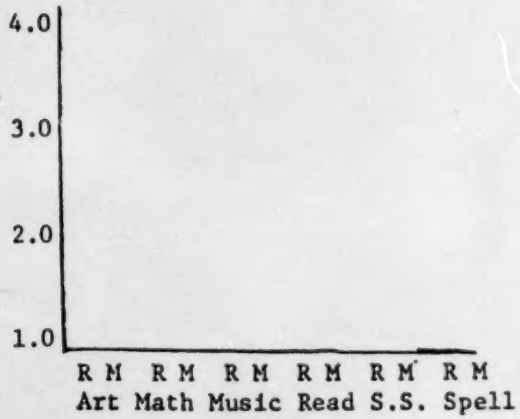

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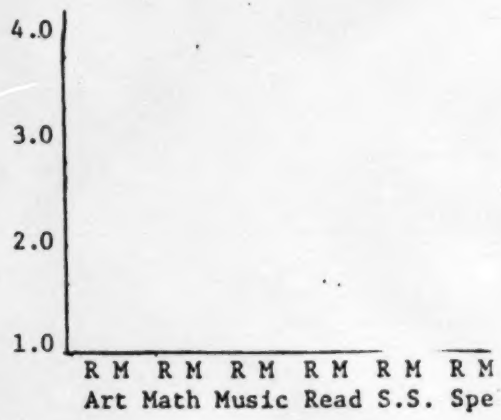

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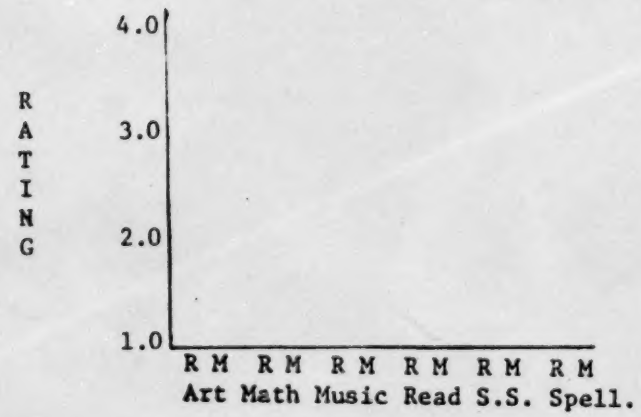

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